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ABSTRACT

Two hundred ninety-nine stories from the 1974 and 1981 Houghton-Mifflin primary- and intermediate-level basal readers were analyzed to determine if there had been any changes in the ways males and females were portrayed. The data indicated that sex role stereotypes still exist in children's literature. Though there was an improvement in the number of times women and girls were portrayed in all areas in the 1981 reading materials, the figures did not indicate equality with men and boys except in the main character portrayals of boys and girls in the 1981 edition. In addition, girls were portrayed with docile or inferior qualities more often in the 1981 edition than in the 1974 edition. (RL)

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STEREOTYPING IN CHILDREN'S MATERIALS

by

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Submitted in partial fulfillment of the requirement
for the Master of Arts degree in Education at
Kean College of New Jersey
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Introduction

During the recent years, there have been many changes in the family as we have been accustumed to know it. The bread-winner-provider may no longer be the father, the homemaker-shopper, the mother. Roles of children may also be changing interms of whether the female is docile-inferior and the male active-superior.

The attitudes and values of children are learned and conditioned. It has been said that sex-role behavior is nurtured and culturally determined by social learning. Basal writers through the pictures and content of their stories have contributed to this development. Sex-biased educational materials are one of the greatest offenders in promoting sex role stereotyping. They present the children with what they believe to be acceptable role models. Children absorb both attitude and values from the books to which they are exposed. It is relevant to the development of characters to decide whether the roles of males and females are portrayed realistically to society as it is today. The textbook manufacturer must accept the responsibility of publishing basals that are free from bias and sex role stereotyping.

Many studies have been written indicating that sex role stereotyping does exist in basal readers. A study done

by Oregon State University in 1972 concluded from its analysis of sixteen different reading series that predetermined sex role behaviors, social attitudes and values directed toward the reader were present.

A study by Ramona Frasher and Annabelle Walker in 1972, comparing the roles, relationships, activities and importance assigned to male and female characters in stories for readiness, first and second grade reading textbooks, discovered further research was imperative. Males predominated as main characters and were depicted as the strong ones. Females were depicted as the homemaker. Boys were shown to be active and girls to be docile.

In a study by Gwyneth E. Britton and Margaret C.Lumpkin in 1977, it was discovered that publishers contended they were not only aware of the stereotyping in books but had done something about it. However, there was evidence to the contrary.

The Feminists on Children's Media while preparing a list of non-sexist children's books, were shocked to discover few books on the Child Study Association list that featured female characters.

Based on the above, it seems apparent that continuous research on what publishers say they've done and what actually appears in their materials is necessary so as to guide the teachers in the selection of materials, the

school district is purchasing and the teacher, again, in providing counter balance to the materials in hand.

Hypothesis

To determine whether significant changes have occurred in one series used widely in one school system, the following study was undertaken. It was hypothesized that sex role stereotypes exist in the Houghton Mifflin primary and intermediate level basal readers, 1974 edition and no significant changes have been made in the 1981 edition.

Definitions, Assumptions and Limitations

The following definitions were used for this study.

Sexism - sex role stereotyping pertaining to sex role discrimination.

Sex role discrimination - preconceived ideas of male-female identities.

Stereotype - classification not based on fact but on over-generalized inaccurate or partially inaccurate beliefs.

Procedure and Sample

For this study a selection of eighteen basal readers were used. The basals were from the Houghton Mifflin Company. Two different editions were used, the 1974 and the 1981 editions.

The study focused on the main characters and how they were portrayed: bread-winner-provider, homemaker-shopper, active-superior or docile-inferior. The analysis was also made to determine whether the main character in each story was male, female, senior citizen male or female, boy or girl, shared or none. Two hundred ninety-nine stories were examined. The information was tabulated in chart form.

Procedures

A checklist was designed to record examples of sexism and agism found in the basal readers used in this study. The checklist was compiled on the basis of the guidelines used by Ramona Frasher and Anne Walker in "Sex Roles in Early Reading Textbooks." The Reading Teacher. May, 1972. This checklist was the criterion used to analyze the basal texts used in this study. Eighteen textbooks were used covering grades one through six. Each story was read and examined for signs of sex-role stereotyping. These signs were then recorded on the checklist.

Nine of the basal textbooks used in the study were the primary level and the intermediate level, Houghton Mifflin, 1974 edition. The other nine basal textbooks used were the primary level and intermediate level, Houghton Mifflin, 1981 edition.

Each story was read individually and a content analysis was made. A count and tabulation was made of the following:

number of males and females as the main characters, number of senior citizens, males and females, as the main characters, number of boys and girls as the main characters, in occupation, bread-winner-provider and homemaker-shopper, and in characteristics, active-superior or docile-inferior. A checklist containing the various categories was then completed for each book examined. Stories with animals as main characters and poems were excluded from the content analysis, as well as, skill lessons and informational articles.

Two totals were established for each male and female and senior citizen section. One for the main character of the stories, one for the occupation of each main character. Two totals were established for each boy and girl section, one for being active-superior and one for being docile-inferior.

Analysis of Data

The samples used in this study were as follows: Houghton Mifflin, 1974 edition; primer: Rainbows; grade one: Signpost; grade two: Secrets, Rewards; grade three: Panorama, Fiesta; grade four: Kaleidoscope; grade five: Images and grade six: Galaxies. A total of 143 stories was read and analyzed.

TABLE I

COMPARISON OF STORIES READ, MAIN CHARACTERS, OCCUPATIONS, POSITIVE ATTRIBUTES AND NEGATIVE QUALITIES

		1974	1981	Total
I.	Number of Stories Read	143	156	299
II.	Main Characters			
	Male	25	22	47
	Female	0	15	15
	Male Senior Citizen	6	5	11
	Female Senior Citizen	1	4	5
	Boy	86	55	141
	Girl	25	55	80
III.	Number of Bread-winner providers			
	Male	25	21	46
	Female	0	14	14
	Male Senior Citizen	6	5	11
	Female Senior Citizen	0	4	4
IV.	Number of Homemaker-shoppers			
	Male	0	1	1
	Female	0	5	5
	Male Senior Citizen	0	0	0
	Female Senior Citizen	1	2	3
V.	Number of Active-Superior Attributes			
	Boy	84	48	132
	Girl	18	38	56
VI.	Number of Docile-Inferior Qualities			
	Boy	2	1	3
	Girl	7	17	24

As can be seen in Table I, the number of stories which portrayed males as the main character was twenty-five; the number which portrayed females as the main character was zero. The number of stories which portrayed senior citizens, males as the main character was six; the number which portrayed senior citizens, females as the main character was one. The number of stories which portrayed boys as the main character was eighty-six; the number which portrayed girls as the main character was twenty-five.

In the area of bread-winner-provider, twenty-five males portrayed this behavior while zero females portrayed this behavior. Six senior citizen males were portrayed as being a bread-winner-provider while zero senior citizen females portrayed this behavior. In the area of homemaker-shopper, zero males portrayed this behavior while zero females portrayed the behavior. In the area of homemaker-shopper, zero senior citizen males portrayed this behavior while one senior citizen female portrayed this behavior.

Eighty-four boys were portrayed as being active-superior. Eighteen girls were portrayed as being active-superior. Two boys were portrayed as being docile-inferior. Seven girls were portrayed as being docile-inferior.

Samples from the 1981 edition of the series published by Houghton Mifflin were also used in this study. The titles are as follows: primer: Sunshine; grade one: Moonbeams; grade two: Skylights, Towers; grade three: Spinners, Weavers; grade four:

Gateways; grade five: Banners and grade six: Beacons. A total of 156 stories was read and analyzed.

Again, Table I details these findings. The number of stories which portrayed males as the main character was twenty-two, the number that portrayed females as the main character was fifteen. The number of stories that portrayed senior citizen males as the main character was five, senior citizen females as the main character was four. The number of stories that portrayed boys as the main character was fifty-five; the number that portrayed girls as the main character was also fifty-five.

The behavior of bread-winner-provider was portrayed in twenty-one males and in fourteen females. Five senior citizen males and four senior citizen females portrayed this behavior. The behavior of homemaker-shopper was portrayed in one male and in five females. No senior citizen male portrayed this behavior while two senior citizen females did portray this behavior.

Fourty-eight boys were portrayed as being active-superior. Thirty-eight girls were portrayed as being active-superior. one boy was portrayed as being docile-inferior while seventeen girls were portrayed as being docile-inferior.

Decided decreases and increases in categories described above are seen in the results from one edition to the next in the areas of female characters (increase), boy main characters (decrease), girl main character (increase).

Female bread-winner, female senior citizen bread-winner increased markedly while male dominated stories in these categories differed only slightly.

Male and female homemaker-shopper increased in the 1981 stories from a base of zero in the 1974 editions.

The number of active-superior boy stories declined markedly (over 40%) while the number of active-superior girls stories increased over 100%. While the trends to create balance in the 1981 edition is marked, a contrary finding in the number of docile-inferior boy-girl stories exists. The boy category decreased 50% from two to one but the girl category increased over 140%.

Conclusions and Implications

Two hundred ninety-nine (299) stories from the 1974 and the 1981 editions of the Houghton Mifflin Company were examined. Definite decreases and increases in the portrayal of main characters were noted. The results of the tabulation of the 1974 and of the 1981 editions showed a change of twenty-five male centered stories and zero female centered stories (1974 edition) to twenty-two male centered stories and fifteen female centered stories (1981 edition). These figures indicate a stabilization for the male and a decided increase for the female. The gap between males and females as main characters appears to be narrowing. The male senior citizen was portrayed six times and the female senior citizen

portrayed one time as a main character (1974 edition) to five times for the male senior citizen and four times for the female senior citizen in the 1981 edition. These figures indicate a decrease for the male senior citizen as a main character and an increase for the female senior citizen. The difference between the two have become less. Boys were portrayed as the main character eighty-six times and girls were portrayed twenty-five times (1974 edition) while boys were portrayed fifty-five times and girls were portrayed fifty-five times in the 1981 edition. These figures indicate a decrease for boys being portrayed as a main character and a decided increase for girls. There is equality between boys and girls in the new edition.

Males and females were portrayed twenty-five to zero times as the bread-winner-provider in the 1974 edition and twenty-one to fourteen times in the 1981 edition. These figures indicate a slight decrease for males being portrayed as the bread-winner-provider and a decided increase for the female. The gap is marrowing but far from showing equality. Male senior citizens and female senior citizens were portrayed six to zero times in the 1974 edition and five to four times in the 1981 edition. These figures indicate an insignificant decrease for male senior citizens being portrayed as a bread-winner-provider and a significant increase for the female senior citizen narrowing the gap between the two.

Males and females were portrayed as the homemaker-shopper zero to zero times in the 1974 edition and one to five times in the 1981 edition. These figures show a stabilization for males being portrayed as a homemaker-shopper and an increase for the female. Male senior citizens and female senior citizens were portrayed as the homemaker-shopper zero to one times in the 1974 edition and zero to two times in the 1981 edition. These figures show a stabilization for the male senior citizen being portrayed as a homemaker-shopper and an increase for the female senior citizen. These figures indicate females are still being portrayed as the homemaker-shopper more often than the male.

Boys and girls portrayed as active-superior were eighty-four to eighteen in the 1974 edition and fourty-eight to thirty-eight in the 1981 edition, a decided decrease for boys while an increase for girls. The gap between the two is narrowing.

Boys and girls portrayed as docile-inferior were two to seven in the 1974 edition and one to seventeen in the 1981 edition, a decrease for boys while a definite increase for girls. These figures show girls are being portrayed in a derogatory manner more often now than in the past.

The data collected and analyzed indicate that sex role stereotypes still exist in children's literature. Though there has been an improvement in the number of times females and girls are portrayed in all areas, the figures

do not indicate equality with males and boys except in the main character portrayals of boys and girls in the 1981 edition. Also girls are being portrayed with docile-inferior qualities more often in the 1981 edition than in the 1974 edition.

Research has indicated that children learn the basic sex role patterns of life and adopt them early in their personality development. Since this study shows that both males and females are often portrayed in stereotype sex roles, children are learning attitudes and values that are inhibiting to their social and emotional development. Publishers of textbooks must make further progress in deleting sexism by portraying equally the image of the female and the male.

Stereotyping: Related Literature

Related Research

The purpose of Britton's (1973) investigation was four fold: to determine if sex stereotyping exists in reading materials for grades one through ten, to determine if a majority of the stories show one sex in a dominant role, to explore types of career roles shown for females and males and to determine the number of different career roles depicted for females and males.

Ten research assistants from the Oregon State University in the fall of 1972 analyzed sixteen different reading series. The team analyzed stories according to the criteria adopted from Dick and Jane as Victims.

When the information had been submitted, the major investigator summarized the data. The conclusions were that predetermined sex role behaviors, social attitudes and values directed toward the reader were present. Decisions regarding values and social attitudes were being generated by the publishers instead of the parents.

The recommendation was that there is a need for revision of reading materials in grades one through ten to eliminate sex stereotyping. Boys and girls should be portrayed as working together to solve problems and functioning as equals with respect for one another. Males should be depicted as compassionate, caring human beings. Females should be depicted in more leadership roles with the ability to think

and be creative.

Our students are being programmed to conform to stereotypes through reading materials.

The purpose of a study by Ramona Frasher and Annabelle Walker (1972) was to compare the roles, relationships, activities and importance assigned to male and female characters in stories in readiness and first and second grade reading textbooks.

The method of evaluating the stories was by catagorizing the main characters, male, female, shared or none, adult occupation, adult role in the family, bread winner-provider or homemaker-shopper and child activities, active or quiet.

The results of this study implied that further research in the area of sex role treatment is imperative. Males predominated as main characters and were depicted as the strong one. Females were depicted in the "mother" role, taking care of the home and family. Boys were shown as being more physical and girls as being docile.

In a study by Gwyneth E. Britton and Margaret C. Lumpkin (1977), it was discovered that publishers contend they are not only aware of the stereotyping in books but have done something about it. However, there is evidence to the contrary. Starting in 1972, objective textbook analyses were done for bias in fourty-nine reading, literature, and social studies series published during the years 1958-1976. These texts were

designated as published prior to the appearance of the guidelines from publishing houses. Textbooks published during 1974-1976 appeared mostly after the guidelines had been printed and should reflect changes in the terms of bias as outlined by publishers. This is not the case. There was an increase in the percent of stories that presented males as major characters. The imbalance in career role assignments continued. Apparently, the publishers are not motivated to change a product which is so lucrative.

The Feminists of Children's Media (1971) are a group of women who are preparing a list of non-sexist children's books. They were shocked to discover few books on the Child Study Association list that featured female characters.

One of the catagories they used was the "sexist" book. This is when girls and women are exclusively assigned traditional female roles; even though, the material may be true to life.

Another catagory was the "cop-out" book which promises much but delivers nothing.

The "positive image" book shows female characters in flexible, diverse roles. They allow for character development beyond the stereotype and did not disappoint the reader in the end.

The catagory "especially for girls" hopefully will in time have no reason to exist once children's literature no longer supports sexism since it only polarizes the sexes

even more.

To examine the question of whether school readers reflect a changing female role, five hundred fifty-four stories in elementary reading books were studied by Graebner (1972). The series used were Scott, Foresman, and Co., 1962-63 and 1971 editions and Ginn and Co., 1961 and 1969 editions. The study shows that boys dominate the story texts and pictures in the new editions as well as in the old. The boys out numbered the girls as major characters in stories and in illustrations.

The statistics compiled covered various characteristics common to each sex, types of clothing, as well as psychological traits. Attention was given to borderline cases. In the new editions, boys are shown slightly more often in passive roles while girls have lost ground in percentage of active roles. Boys are slightly more dependent in the new versions. Also there is a slight tendency toward more sex stereotyping in the new readers. Graebner states even with allowing for differences in judgment in evaluation of the new and old books, there has apparently been no effort to make the activities of males and females any less typed by sex.

One major change is that mother wears an apron or carries a dishtowel less often in the new version. More girls are shown in the new books. These changes do reflect the changing role of women.

The greatest difference between the old and new editions is in the number of occupations for females. All editions portray women as underemployed compared to their rate of employment in the labor market. However, there is a shift to more varied and frequent employment in the new books. Women's occupations are seldom unusual.

Stories in both new and old editions show men outnumber women by 3:2. In reality females are a majority of 51 percent.

The school readers are changing slightly with societal changes but they do not approach reality and are in some ways further from it.

There are some who believe that boys' stories must outnumber girls' because boys won't read stories about females. Perhaps this and other studies on sexism in school books may show the reason boys don't read girls' stories is that girl characters are consistently dull and not because the stories are about girls.

The purpose of this study by Marten and Matlin (1976) was to compare more recent textbooks with those published before 1971. They examined the proportion of women in illustrations, as main characters and in active roles.

They examined sixteen books, eight at the first grade level and eight at the sixth grade level. These books represented five publishers, Harcourt, Brace, Jovanovich, Inc., Lyons and Carnahan, Inc., and Scott, Foresman and Co. and contained a total of 609 stories. Half of the books were published

prior to 1971 and the other half were published since then.

Twenty-eight percent of the old textbook illustrations and thirty-three percent of the new textbook illustrations were female. The figures indicate the situation may be improving but females are still not reaching equality.

It was found the fourteen percent of the old main characters and twenty-three percent of the new main characters are female. This increase was statistically significant. However, the increase is so slight it did not show up unless both groups were combined.

In testing for females in active roles, the proportion decrease slightly. Sixty-seven percent of all activities were active in the old books and in the new ones the percentage was fifty-five percent.

In the new textbooks males are active a total of 528 times and passive 108 times. Females are active 106 times and passive 87 times. Boys are significantly more active than girls.

In conclusion, females are being shown slightly more often in illustrations and as main characters in stories, in comparison to the older textbooks. Limited progress has been made; eventhough females are still underrepresented. The nature of their activities has not changed substantially. Textbooks still give the impression that independence, initiative, and innovation are traits reserved for males.

Schulwitz (1976) states sexism occurs when attitudes

and actions of individuals promote the use of sex as the basis for judging and classifying people in the matters unrelated to actual sexual differences. Although sexism could function to degenerate either sex, the current problem is most evident in the unfair portrayal of females.

Schulwitz's research through school reading programs did substantiate the charges of sexism. Because many popular reading materials in use today were writtem at a time sexism did not rank of concerns, authors did not attend to its elimination.

The Task Force studied sex role stereotyping in children's readers over a two year period. One hundred thirty-four books from twelve different publishers were read and documented. The selection of books contained 2,760 stories. The finding was boys and men are present in the readers in overwhelmingly larger numbers than boys. Clever girls appear 33 times while clever boys appear 131 times. Girls solved problems 47 times while boys solved problems 169 times. Adventuresome girls appeared 68 times while 216 boys appeared adventurous. Passive girls appeared 119 times while boys appeared passive 19 times. The achievements of males are frequently depicted while female achievements are rarely portrayed.

Since the problem does exist, we must think about what each teacher can do to counteract the sexist characteristics of reading materials. Once people are aware of the types of

sexism in materials. We must exercise professional judgment in coping with them.

Teachers should research the reading materials being used by them. We should explore and modify attitudes as we teach. We can modify or change a story after reading it and develope critical thinking abilities about author's sexist language and concepts. We can omit some stories or books which are extremely sexist and substitute one of the newer or not-so-new non-sexist ones. We can also carefully evaluate the new reading materials and library books your school purchases.

One step toward the treatment of women as full human beings is combating sexism in children's reading materials.

Fishman (1976) has found that a vast amount of the criticism leveled at children's text is no longer appropriate because if attacks texts which are no longer being published or are entirely out of circulation. Of the sixteen series examined in Dick and Jane as Victims (Women on Words and Images, 1972) only five are still current. Of the other current texts, independent examination has been made of only two series.

Other examinations either duplicate the work of Women on Words and Images or cover texts no longer current.

If elementary reading texts are to continue to be criticized for sexism, and if that criticism is to be taken seriously, more research on current textbooks is necessary.

This is particularly true because of the gradual and presumedly wide impact the feminist criticism has made on publishers. Harper and Row, Lippincott and D.C.Heath have all been reported to have planned changes in their texts due to this citicism. However, it may be that there has been less movement on the part of publishers than would appear. Results from earlier critical studies need to be compared with current editions to see whether guidelines for improvement have been implemented.

Probably the most influential survey of basal readers was conducted by the Central New Jersey Chapter of NOW, more widely distributed in an amended form as Dick and Jane as Victims. This group examined 144 elementary readers from 15 series and found that 881 of the stories centered around boys, whereas 344 centered around girls. In similar proportions, 282 stories centering around adult males were counted, compared with 127 stories about adult females. This survey stresses that male oriented stories in elementary readers outnumbered female oriented stories by 200-300 percent. By sheer numerical weight, males seem to be more important than females.

There is also a documented qualitative difference in the portrayal of females. Women have been represented either passively or negatively in most children's literature. Girls were generally depicted in passive situations which demonstrated little creativety, little initiative, and little independ-

ence. Boys and men on the other hand, were usually pictured as assertive, brave, curious and independent.

Since 1967, feminists have charged that elementary reading texts have presented few role models for girls and a picture of women that is either inaccurate, passive, or negative. It still remains to be seen how much effect the feminist critism will have on future publications. Until new studies are made, it is impossible either to accept the charges of pervasive sexism in textbooks, or to praise those publishers who have in fact revised their texts to present a more realistic depiction of girls and women.

The authors, McCutcheon, Kyle and Skovira (1979) examined four excerpts from published (1975-76) basal readers which raised serious questions concerning the ways in which publishers are responding to the calls for more adequate characterization. Appearing in four basal readers are different treatments of the same story by Isaac Asimov. It is a futuristic story about two children and a talking, computerized learning machine, The Bard. In the Economy Company's Lavender Skywriters, the characters in "Someday" are Niccolo Mazetti and Paul Loeb. Scott, Foresman's Reading Unlimited Voices, Endeavor, Triumphs and D.C.Heath's Impressions, included the same story with the title changed to "The Story Machine" and the characters called Niccolo Mazetti and Paula Lobb. Nicolas Martinez and Anita Lorca are the characters in the same selection, also called "The Story Machine", in the Merrill's

Easy Going.

Among the four treatments of Asimov's story, then, the characters are either two boys or a boy and a girl..In examining the surnames, the ethnic identity of one character changes from Italian to Chicano, the other from Jewish to Chicana.

Examination of the four stories reveals no substantial changes despite the changes in sex and ethnic identity. The main characters continue to behave in the same way and to say the same things to one another.

It appears that the number of minority characters and females may have risen but their difference is not shown. They may be depicted as being the same, rather than as people retaining a cultural or sexual identity.

A new, potentially damaging stereotype may have been substituted for the old message of basal readers. The old message told the reader to live in a house in the suburbs with a mommy-homemaker and a daddy-provider, middle class and white. The new message appears to say that everyone is culturally the same. We should be portraying cultural differences realistically.

More detailed studies are needed of textbooks, analyzing how they portray ethnic characters and girls and boys. This is necessary in order to assess the quality of textbooks used in today's schools.

Tibbetts (1974) has found that in view of the developing

awareness of the social influences that exert pressure on children to adopt "appropriate" sex role interests and behavior, it is necessary to review earlier literature discussing the influence of sex on children's reading preferences. In such literature, one may detect elements of social thinking that have resulted from and contributed to the development of sex role stereotypes.

Writers have consistently recorded sex differences in children's reading preferences but have rarely asked why such differences exist. Instead, it has been left to a sexist oriented reading audience to assume an innate tendency for the sexes to choose different reading material. In 1944, Paul Hazard wrote, "Girls demand books that demonstrate maternal feelings...Boys demand books of valor..." Partly because of such reporting, the assumption was made and the myth perpetuated that simply because of their sex boys and girls were interested each in a limited range of totally different reading subjects.

Evidence and opinion support the theory of social conditioning as the basis for sextyped behavior. It has been suggested that the sexes behave differently because they are treated differently. It is also possible that they may have different reading interests because they have been trained to have such differences. Rarely have researchers suggested that children are taught to prefer certain types of material.

There have been a few earlier researchers who ventured

to suggest that sex differences in reading interests are not so much a result of inborn characteristics as they are of cultural training. In 1921, Dunn cited that there is ground for the belief that certain sex differences shown are innate and others are probably acquired. In 1937 Lazar stated that girls read particular books because social opinion has prescribed them.

One may speculate that it is society's emphasis on the greater importance of males over females that leads boys to reject any association with "inferior" girl stories. Awareness of the relatively higher value society places on males begins early. It is possible girls will read boys' stories out of a desire to identify with "superior" individuals. Girls and boys may choose to read boys' stories also because girls' stories are usually insipid.

The propensity of girls to accept boys' stories casts doubt upon the assertion that sex differences in reading preferences are of paramount importance. Instead, social pressure or training may be the significant factor behind observed "sex differences", while children who do not make "appropriate" reading choices are simply not so strongly influenced by our culture's sex role stereotypes.

In our society, sex role stereotyping is learned early. (Crow, Taebel 1976) Before entering school, children are exposed to sex-typed models in television, movies, toys and games, child rearing practices, and the attitudes of individ-

uals who people children's formative years. When children start school, their stereotyped notions of roles are often reinforced by such practices as the division of school duties according to sex, by the textbooks, by the physical activites and facilities available to boys and to girls and by the prevalence of one sex in certain roles in the schools.

Boys and girls when asked what they would like to be when they grow up, as early as first grade, list occupations according to their impressions of what men and women should do. Crow and Taebel found other grade levels also defined jobs according to sex stereotypes. Children also see activities as determined by one's sex. They noted the findings of females' dual fear of failure and of success.

For this study, Crow designed a test to detect attitudes. The instrument consists of twenty-five nouns and twenty-five verbs or verb phrases. The nouns are names given to workers in certain vocational groups, such as nurse, carpenter, pilot. The verbs are activities carried out by certain vocational groups traditionally considered to be the special preserve of either female or male, such as, designs houses, cleans houses, carries mail. The test is given orally to a group and the participants are asked to make one response, either F for a female job, M for a male job or B if the activity would apply to either sex. It was administered to about three hundred sixty grade children in three elementary schools in a metropolitan area in north-central Texas.

The major conclusion is that the majority of the sixth grade children in this study still see most occupations and activities as appropriate for either men or for women rather than for both sexes. The test included as many stereotypically female occupations as male. By approximately two to one the children in this study perceived the jobs as being primarily for males. In this study there appears to be a slight tendency for the children to be moving away from a sexist orientation (primarily biased in favor of the male) to a non-sexist orientation.

Lynch (1975) states the differential treatment of males and females in our society is pervasive and persistent. Sex role stereotyping exists. Knowing it exists is only the first step to becoming aware of how it works, what issues are involved, how it is perpetuated and what the repercusions are. Schools play a crucial role in socialization.

Differential treatment between the sexes goes on in schools every day in overt as well as subtle ways. Schools pay "lip service" to the democratic goal of equality of opportunity, but many of them do not go beyond. The schools are in a good position to become catalysts for necessary social change, for they can encourage children's growth and expand their aspirations but children will not be able to reach their full potential if viewed as members of a group defined by sex rather than as individuals who have unique characteristics and potentials. Human beings should develop

who are free to act in ways appropriate to their values, not to their sex.

In our society, men and women are trained from birth to fulfill different social roles. How they adjust to their roles determines how their mental health will be judged. The female who adopts an aggressive behavior of her male counter part is considered strange. Whether the pressure to conform to sex roles is subtle or overt, it often results in emotional and adjustment problems.

The literature on sex role socialization makes it clear that the problem cannot be fully understood by focusing on the classroom alone. One must look at sex role stereotyping in our society. The process starts early in a child's life, for the family has the primary responsibility for teaching children how to behave in socially acceptable ways. By the time children reach school age, they are fairly well socialized. Schools carry the ball from there and perpetuate the norms that exist in the home. The schools are certainly in an excellent position to pioneer social changes that may well eliminate stereotyping.

Preliminary results of readers at all grade levels indicate that some attempts have been made to deal with the criticisms and the concerns of previous evaluators. Some publishers have made more efforts than others. (Kyle,1978)

Improvements, though, are still needed. Greater effort is necessary in the portrayal of adults, especially as more

and more parents combine a parental role with a professional one. Greater diversity of family structures must be included if children are to be able to relate to their stories.

The activities of minority and non-minority, male and female characters should convey that aspirations, talents, feelings, and interests are not related to gender or race.

Basal readers are used extensively in classrooms throughout the country. Any materials used as frequently as these readers must be developed and evaluated with an understanding of all the learning, overt and incidental, that they may produce. This understanding has not been fully reached and is indicated from examples cited from the newly published materials. Greater effort is needed. Classroom teachers need to be aware of current criticism so that they can supplement basal readings with other less stereotypical materials and choose more wisely.

Nowhere is sex role stereotyping more evident than in elementary school readers. The activities in which girls in readers engage, the attitudes they express, the ways they are treated by others and the general statements made about them, all contribute to form a highly stereotyped image of girls. (Oliver, 1974)

Books read at home can be screened by parents but books assigned in schools are mandated by the system. Therefore, it is particularly important that authors and publishers of elementary school reading books be aware of all varieties of

sex role stereotyping, overt and subtle. Research shows they are not.

Since women comprise fifty-one per cent of our population, they should be equally represented in titles, role, and illustrations of readers. The character traits that are regarded in our society as positive and desirable should be attributed to female characters as well as males. Girls should be active and adventuresome as frequently as boys are. Women should be shown in various careers and professions, not only as mothers, wives and teachers. Girls and women should be pictured in illustrations the way they look in life. Women and girls should be shown participating equally in family decisions.

Teachers and parents may compensate for the present bias by pointing it out to children where it occurs. School authorities should set up a criteria as a basis for evaluating instructional materials and alternatives being considered for adoption. Publishers should also use a criteria for reviewing instructional materials now in preparation and materials initiated in the future.

Career development has gained recognition as an important part of individual development. (Park,1976) Evidence supports the conclusion that young elementary school pupils have developed work values, interests, and concerns. Because career development occurs during the elementary school years, it is justifiable to assume that judgments and values about careers

can change at this time also.

The purpose of this study was to determine whether exposure to a career-oriented curriculum increases the career awareness of elementary school pupils. The purpose was also to determine whether third, fourth and fifth graders demonstrate less sex bias after exposure to such a curriculum and what effect the curriculum has on the pupils choice of occupation.

The findings showed the curriculum did not lead to significant differences in career awareness among all grade levels but did have a significant impact on the stereotyping behavior of elementary school pupils.

In this study the reduction in sex bias did not influence individual career choices. Girls, as well as, boys continued to select the traditional roles regardless of exposure to the curriculum.

Third graders, in general, seemed to benefit least from the experimental curriculum. Perhaps it was too difficult for them or did not meet their needs or interests. The major conclusion of the study was that curriculum intervention in grade four can significantly reduce occupational stereotyping and perhaps ultimately lead to greater freedom of occupational choice, particularly by girls.

Educators generally agree that one major objective of the school is to help children develop career awareness. The school has a responsibility in developing the idea of a job-

role freedom. Schools should develop a systematic program in career education. (Reha, Nappi,1975)

School administrators can assume the role of change agents by encouraging their staff to develop programs that will bring pupils, teachers, counselors, parents and the professional and business communities together to discuss sex-stereotyping attitudes and their consequences. School administrators and their staffs need to become more sensitive to curriculum materials that perpetuate through pictures and other visual representation the impression that eighty per cent of the population is male and the remaining portion female with aprons. If books that suggest such images are used, teachers should elicit discussions to question such assumptions. Teachers and other personnel working in the school environment should not tolerate incidents in which pupils demean other pupils with sexist remarks. A good method for exchanging ideas and exposing stereotypes is role playing. It is just as important for girls to see women in positions of authority as it is for boys to overcome the impression that it is their destiny to dominate others. Counseling of young men and women should be in the hands only of persons sensitive to the pressures of sex bias. Finally, to eliminate sexism in schools and society, school administration must urge teacher education institutions to make sexism one of their special concerns.

Critics of books for children have for some time been

angry that Mother is often portrayed in an apron, ministering to family needs. Critics make convincing demands for changes in books that help shape children's concepts of sex roles. To learn whether such criticisms are more than rhetoric, a study of women's roles in picture books was undertaken. The study by Stewig and Knopfel in 1974 showed that the books examined featured highly unrealistic presentations of women's roles. The authors analyzed one hundred books published between 1972 and 1974, to determine how realistically recent books deal with women's roles.

In this sample, women are pictured in subordinate roles in the home more often than in active roles in the community. Sixty-eight percent showed women in home-making roles, while only thiry-two percent showed women in professional roles. None of these books was without male roles. In contrast, nine of these hundred books included no women. Many of the activities in which men are shown are active ones. In contrast, activities depicted for women are sedentary.

The inescapable conclusion to be drawn from this set of books is that women are not portrayed in the variety of professional roles in which they are engaged today. Certainly children's attitudes could be more positive if the facts presented through picture books were more representative of women's and men's roles today.

At a time when many segments of American society are concerning themselves with the development of human potential,

one of the areas being examined closely is the content of reading textbooks-basal readers. (Schnell, Sweeney, 1975) There are many educators, parents, and civil rights groups who feel that these books, despite some recent improvements in the areas of ethnic and socio-economic group representation, are heavily loaded with stereotypes. One of the major remaining stereotypes is that of sex role.

The authors decided to examine the 1966 and 1971 Houghton Mifflin reading books to see if the newer series reflects a change in the roles, activities, and relative importance of the male and female characters. The study was based on several assumptions concerning sex role behavior and the influence of books on that behavior. It was assumed that sex roles are culturally determined and are learned through social interaction. School plays an important part in this learning process as it transmits societal attitudes and values to children. Books, as one agent of this transmission, provide children with models for identification, both as to what other children do, and as to what adults can and should do.

It was concluded that the 1971 Houghton Mifflin series does not reflect a significant departure from the 1966 series in the manner in which males and females are portrayed. Although isolated examples of capable females can be found, the overall emphasis on males diminishes their importance.

If schools are to develop the full potential of all children, textbooks must strive to portray people more real-

istically. Elimination of sex bias in elementary reading textbooks will be one step toward thr freeing of children from the abuses of sex discrimination.

Too often in children's textbooks, the entire male/female world is related to the child unrealistically. This quality of unrealistic representation has been a tact that a number of studies have uncovered. Many school texts have illustrations that picture boys as physically larger than females, which is actuality, is contrary to reality. During the elementary school years, the majority of boys are smaller than most of the girls of the same age due to the fact that boys mature physically at a latter age. (Nilsen, 1977)

The adventures in which boys participate are usually remotely related to what they may do in their future lives. The male story characters protect their mothers from grizzly bears, they leave homes to pan for gold, and they rescue kittens from burning apartments. All of these exaggerations are made in order to teach boys the qualities and aspects of personalities that our society holds as good and important. It is hoped that young boys reading such stories learn the values of courage, persistance, achievement, and self-respect. (Tarvis, 1977)

The females, on the other hand, are often portrayed as passive, docile and dependent. The young girls reading the stories in their readers learn what society wants them to know, how to be a spectator while the boys are active, how to

to become a mother and wife and what all of the womanly "virtues" are that they should acquire. Rarely is the female shown engaging in such adventures as the male character, so the young female reader does not see that women can possess the same positive qualities as men. She is not taught to be courageous, persistent or ingenuitive. She is confined to being dependent on her intelligent, superior man.(Stacey,1974)

It does appear that reading sexist material may prove harmful to young readers, even though, the consequences cannot be predicted. This is not to suggest that no harm is being done but that more research in this field is necessary.

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